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The perception of teachers about students' potentialities and difficulties

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Abstract

The present study is the result of the "Teacher Training" research line of the "Education, Management and Society" group, linked to the Centre of Education, Philosophy and Theology-CEFT/São Paulo/Brazil with support from Mackenzie Institute MackPesquisa and approval of the Research Ethics Committee of the UPM (CEP/UPM process n° 1431/04/2012). The main objective is to identify the everyday reality of college student in the classroom, and the specific objectives are to identify teacher's perception of student's difficulties in the classroom and teacher's perception of specific situations underlying student's potentialities and difficulties student in the classroom. The results indicated which from the teachers' perspective, the effects of alcohol/drugs impacted positively the learning difficulties and the inappropriate behaviour which also is affected significantly by the Learning Difficulties. Finally, it was found that the learning difficulties and inappropriate behavior proved negative impacted on the students' potential. This research aims to discuss impact of the new University's profile in the teaching-learning relationship about situations underlying student's potentialities and difficulties in the classroom.

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1. Introduction

In contemporary times, even with technology stimulus, adolescence continues to manifest itself as a period of conflict on which cognitive, relational and affective trials are required in different ways against rules and disciplines of possibilities in the future and understanding of the rules governing the social, political and emotional world of adult reality.

Presently, University has been confronted with the reality that students choose their careers and face academic life at a very young age. Thus, university professors' perception of this reality extends the field of discussion to improvement of techniques, practical applications, interaction with students, teamwork, to make learning and respect required for the young student growth effective.

The new classroom setting, the new requirements concerning the search of knowledge autonomy and concerning positions before the University group, the University institution and the professors' authority are elements to be assimilated and accommodated in the young student' mind. The modern and agile ways to get information often contrast the striking and the dynamic ways of learning by the means of the teaching offered in the classroom.

The need for urgent responses, sensory stimuli, to which young people are exposed in everyday life outside the school walls, requires an effort towards a reflection exercise, a partial shutdown of the external reality and the concentration necessary for learning. As such, the students seem to be coming to the University. Intellectually stimulated and capable of responding to these stimuli while trapped for a time this intolerant to the slower pace perhaps necessary for the use of logical reasoning, abstract, interpretative and critic that characterize adult thinking to some extent.

From this point of view, the research group Education, Management and Society gave rise in September 2006 to pertinent discussions its constitution. Since then, according to the records of individual and collective projects, the researchers' productions regarding the Teacher Training research line have been published as books, chapters of books, journals, congresses, among others. The current concern of Teacher Training research line is the impact of the new profile of the University in teaching-learning relationship. Mackenzie Presbyterian University (UPM), according to figures released by the Commission of the UPM in selection process reports from years 2008 to 2011, observed that around 80% of students applying for university places are quite young, as the table 1:

Table 1- Age group of candidates in selection process from years 2008 to 2011

Age Group	2008/1	2008/2	2009/1	2009/2	2010/1	2010/2	2011/1
Less than 18 years old	7.042	2.166	7.999	2114	7791	2194	8389
From 18 to 21 years old	9.990	4.994	9.199	4906	9198	4821	8983
From 22 to 25 years old	1.246	818	1.089	792	897	700	936
More than 25 years old	937	749	857	625	771	645	765

Source: Selection process Commission of the UPM reports

Based on the studies developed by the research group "Education, Management and Society", more precisely of the Training of Teachers research line, linked to the Centre of Education, Philosophy and Theology-CEFT/UPM, with support and funding/grant from the Mackenzie Institute MackPesquisa – IPM, the group decided to research the theme **The perception of teachers about students' potentialities and difficulties**, whose general objective is to identify the everyday reality of college student in the classroom today more specifically, to identify the teachers' perception on student's difficulties in the classroom and to identify the teachers' perception on specific situations underlying student's potentialities and difficulties in the classroom.

In this sense, the study of perception is of utmost importance in this work because it is understandable that people's behavior is based on their interpretation of reality, so the perception of the world is different for each person. According to Myers (1998): "To transform sensory information into meaningful insights, we should organize it: we must realize the different objects in their environment, see them as having a definite form and constant and discern its distance and movement." (Myers, 1998, p. 130).

Sperling and Martin (1999) claim that the human mind organizes the sensory data and approaches the stimuli in such a way that they become endowed with sense, be those these stimuli a shape, a picture, a melody or a scene, they will be organized into a meaningful whole which structures and gives coherence to the stimulatory field information.

The Psychology of Form or Gestalt, a psychology school which started in the late 19th century, deepened the study on perception advocating the theory that the human brain a dynamic system that produces the interaction of stimuli, through principles of perceptual organization with operational principles and with auto- trends of stimuli received by organizational directions. According to Gestalt Psychology, there are five principles underlying the perceptual process:

- Principle 1. **PROXIMITY**: the elements are grouped according to their distance from each other. The elements which are closer to others in a certain region tend to be perceived as a group, more than if they are away far from their similar.
- Principle 2. **SIMILARITY**: The similarity is given for intensity, color, odor, weight, size, shape etc. and on equal terms. Resemblance: the human brain has a tendency to perceive stimuli by similarity. Stimuli of the same size, format or quality are more likely to be perceived as a group or default that unequal elements.
- Principle 3. **CONTINUITY**: there is this tendency in our perception of following a direction to connect the elements so that they appear to be continuous or flowing in a specific direction. 1. Continuity: Stimuli tend to be perceived in a continuous line in order of making understanding easier.
- Principle 4. **CLOSURE**: tendency to organize stimuli in order to complete a pattern. The principle of the proper form is completed forming a delimited figure allowing them to complete an object that is incomplete when perceived by the senses. Both the classroom teacher and the student are subject to perceptions that involve contents and each one life story.
- Principle 5. **FIGURE-BACKGROUND**: the whole of the stimulatory field tends to be perceived by parts that are prioritized by the senses. It refers to the tendency to organize perceptions of the object presented via the background on which it appears. The figure is part of the stimulatory field that stands out off the field as a whole at any given moment and the background is the context on which the figure is inserted. You can see more easily the well- defined and protruding figures inserted in undefined backgrounds and poorly handled. In the case of classroom situations, what stands out in the eyes of the teacher?

According to this theory, it is possible to observe that there is a tendency to provide organization through a coherent whole to perception. This trend, this perceptive process is itself influenced by factors of the psychic world of the individual who perceives. Motivations, expectations, cultural differences, individual differences are also factors to consider when studying the perceptive process.

For the purposes of this survey, it is necessary to the importance of prior experience as a fundamental element in the perception process, because past experiences provide a stream of associations that will lead to a state of giving personal significance to the process of realizing, process that also suffers interference of affective states of the realized such as mood, motivation, and interest.

2. Methodology

The research is characterized as an exploratory research aimed to identify the perception of the teachers of both genders, without age restrictions and who integrate the Faculty of different courses and stages of Mackenzie Presbyterian University – UPM, in relation to the constructs in study. The exploratory research can be accomplished through different techniques, allowing the researcher to use approximation techniques with the object.

The present research performed bibliographic survey and elaborated a questionnaire that was applied in subjects experienced in the issue being researched. It was operationalized from tests prepared according to the Likert scale or agreement, and analyzed by means of Exploratory Factor Analyses and Partial Least Squares Structural Equation

Modeling (PLS-SEM). According to Babbie (1986) the exploratory surveys provides an overview of the subject studied, roughly, with a direct description of reality and aims to provide an overview, by proxy, of a given fact.

The teachers' participation was voluntary, maintaining secrecy about the identification data, so that the research presents minimal risk to the subject. A questionnaire was applied containing 15 items, prepared by the researchers of the study. The survey and the processing of the data describe teachers, members of the sample group, mostly male and older than female teachers, who are also a smaller number of respondents. The female teachers are concentrated on early stages of different courses and have been in the teaching profession for around 30 years. The male teachers are in the middle and final stages of end of courses and have been teaching for more diverse periods of time.

- *Instrument:* It was applied a questionnaire prepared by the researchers consisting of 15 items. The questionnaire was accompanied by a letter of information to the Subject, as well as Informed Consent Form (which covers the objectives of the research. We opted for the use of the questionnaire as an instrument due to the possibility of being answered by the research subject, ensuring anonymity and getting accurate answers in a relatively predictable time.

- *Procedure:* Because it was a research with human subjects, the project was registered on the National Commission of Ethics in Research-Conep, National Health Council of the Ministry of Health and was submitted to the Research Committee of the UFM-COPq for certification by the institution. The University was also invited to participate by the means of a letter of consent to the institution. After ethical procedures were taken, teachers' participation was required by means of invitation forwarded by the researchers to the Direction and Coordination of the courses. After the teachers performed the manual filling of the forms and returned the questionnaires to the research group, the data were inserted into t Microsoft Excel spreadsheets.

- *Proposal of analysis:* the construction of reality experienced in the classroom in relation to students' potentialities and difficulties from the perception of university professors, working with the universe of subjective relations such as beliefs, values and meanings, cannot be measured directly. Thus, the perception of teachers in relation to constructs in study was operationalized from tests prepared in Likert scale or agreement and analyzed by the means of exploratory factor analysis processed by the method of common factors (Principal Axis Factoring).

The factor analysis is a statistical technique that allows you to condense the information contained in the assertions or indicators, reducing them to a smaller set of factors or concepts with minimal loss of information (HAIR et al., 2009). In this way, with the factor analysis it is possible to identify common factors underlying the variables and that may not be directly observable (Favero et al., 2009). That choice for this study will seek to identify teachers' perception about the potentialities and difficulties and effects of drug use. It is expected that those factors, considered latent dimensions of teacher's perception regarding the student of today, are reflected by the variables have in common.

The field research was conducted with the teachers of eight Academic Units (AU) of the Mackenzie Presbyterian University, Higienópolis Campus. Considering the number of distinguished teachers booked on each AU, we opted for the stratified sampling, with a 95% confidence interval and the maximum error estimated in 5%. Thus, the estimate for the size of the sample was 300 research subjects, distributed as shown in Table 2.

Table 2-Sample Distribution

Academic Unit	Number Teachers	Sample Estimate	Extracted Sample	Return Rate (%)
Centro de Ciências Biológicas e da Saúde –CCBS	168	37	28	75,68
Centro de Ciências Sociais Aplicadas –CCSA	187	41	18	43,90
Centro de Comunicação e Letras –CCL	173	38	28	73,68
Centro de Educação, Filosofia e Teologia –CEFT	95	21	19	90,48
Escola de Engenharia –EE	158	35	30	85,71
Faculdade de Arquitetura e Urbanismo –FAU	294	65	52	80,00
Faculdade de Computação e Informática –FCI	73	16	13	81,25
Faculdade de Direito –Dir	212	47	27	57,45
Total	1360	300	215	71,67

Source: designed by the authors based on research data (2012)

The final sample was composed of 196 respondents, being 120 (61.2%) male; 71 female (37.8%) and 5 (1%) did not answer. The ages of the respondents is distributed between 30 and 79 years old, with mean and standard deviation equal to ($\bar{x} = 51,54$; $dp = 11,46$) years for males and ($\bar{x} = 46,37$; $dp = 9,41$) years for females.

In the courses initial steps, it can be noted the predominance of female teachers, with up to 30-year teaching experience, with a slight change in the chart concerning teachers with more than 30-year teaching experience. In the middle and final steps there is a predominance of male teachers varying in three teaching time periods (5 to 10 years; 20 to 30 years, and more than 30 years) while the female performance in this step is higher in the periods until 5 years and 10 to 20 years of teaching.

Concerning educational background, 64 respondents (32.7%) were from Applied Social Sciences; 43 (21.9%) from Humanities; 24 (12.2%) have two or more degrees; 19 (9.7%) Engineering; 17 (8.7%) Exact and Earth Sciences; 11 (5.6%) Health Sciences; 8 (4.1%) Linguistics and Arts; 7 (3.6%) Biological Sciences and 3 (1.5%) did not declare the educational background. The answers, in likert scale, to the teachers' perception indicators to the main characteristics presented by students in the classroom are summarized in Table 3.

Table 3 - Characteristics presented by students in the classroom

	1	2	3	4	5	Missing
General culture	9,7	34,7	45,4	7,1	1,0	2,0
Based on knowledge of the disciplines which teaching	10,7	38,8	33,2	11,7	4,1	1,5
Relationship skills intergroup in the classroom	1,0	5,1	31,1	45,4	15,8	1,5
Discipline and good contact with the teacher	1,0	2,6	25,0	48,5	21,4	1,5
Autonomy in the pursuit of knowledge	12,8	34,7	31,1	14,8	4,6	2,0
Interest in classes and interest in developing readings	3,1	13,3	38,8	35,2	8,2	1,5
Apathy and lack of interest in studies	16,3	40,3	30,6	7,7	3,1	2,0
Lack of posture in the classroom	11,7	29,6	34,7	16,8	5,6	1,5
Difficulty concentrating	9,7	23,5	37,8	21,9	5,1	2,0
Agitation and inappropriate ways to learning	19,9	30,1	29,6	15,3	3,6	1,5
Aggressiveness	60,7	21,4	12,8	3,6		1,5
Difficulty in meeting deadlines	9,7	30,6	37,8	16,8	3,6	1,5
Unethical behaviour	41,8	27,6	20,4	6,1	2,0	2,0

Source: designed by the authors based on research data (2012)

Considering the sum of the percentage of answers to options 4 and 5, one can notice that in the respondent perception the main characteristic of the students is “discipline and good rapport with the teacher”, with 69.9% of the answers, followed by capacity of “intergroup relationship in the classroom” with 61.2% and “interest during class and reading development”, with 43.4%. Those results are compliant with the 56.6%, 50% and 41.3% percentages of answers 1 and 2 marked, respectively, in the indicators “apathy and lack of interest for the studies”; “unrest and inappropriate behavior for learning” and “poor attitude in the classroom”. However, it draws one's attention the percentage of answers 1 and 2 to the indicators: “good knowledge base about the subjects I teach”, with 49.5%; “autonomy in the search for knowledge”, with 47.5%; “difficulty of meeting deadlines”, with 40.3%; and “difficulty to concentrate”, with 33.2%.

The answers related to experiences concerning situations with students under influence of alcohol or drugs in the classroom were analyzed and the results indicated that 35.4% of the teachers marked option “never experienced” situations with students under influence of alcohol or drugs in the classroom, while 37.2% marked option “rarely experience; 20.4% marked “sometimes”; 6.1% “many times” and 0.5% “always experience”. Thus, the

demonstration of this kind of situation has already been perceived in the classroom by (126) 64.6% of the respondents.

Concerning the teachers' reactions to those situations in the classroom, the item which had the highest number of "Yes" was "Talked to the student after class" with 41.3% of the respondents, followed by the item "Asked the student to leave the classroom" with 25.4% and "Talked to the student immediately", 21.4%. Only 9.5% referred the student to the Course Coordination, and 7.98% declared referring the student to some specialized entity. It can also that only 19% of the respondents ignored the perception on the situation, but 31% chose not to answer. The high percentages of "No" answers and absence of "Missing" answers deserve attention, once those answers added up reached 92% for the indicator "Referred to an specialized entity" and 88,4% for "Referred to Course Coordination/ Student's care Sector".

Those results indicate that dealing with this kind of situation in the classroom is a delicate matter and deserves attention and training concerning the procedures and how to guide the student. Firstly because in some cases the students themselves reach for the teacher's help, independently on the fact the teacher had experienced the situation or not, as recorded in the answers of the indicator "Have you already been contacted by a student who looked for guidance because he/she is involved with alcohol and other drugs", on which 12.2% of the teachers contacted had never experienced the situation, and 17.5% had already experienced. Secondly, because the teacher are not indifferent to the problem and are willing to help as, respectively, it is indicated by the sums of the frequencies of options 1 and 2 of the item "indifferent" with 75.5% of the answers, and 74.5% of options 4 and 5 of the item "Willing to help". However, in spite of the availability, few of them think of themselves as actually prepared to help (only 29.1% marked answers 4 and 5 in this item

After analyzing the answers about the manifestation of the drug use influence in the classroom, next step was collecting evidence about the underlying relationships in the answers of the indicators related to the main potentialities and difficulties perceived by the teachers concerning their present students (at the time the research was carried out) with the processing of the statistical technique Factor Analysis (AFE) by the method Principal Axis Factoring that allows assess the existence of correlation between the factors.

The processing presented a good adequacy ratio for the data treatment ($KMO = 0,813$) and the Chi-Square Test of Bartlett ($\chi^2 = 747,45$; $sig=0,000$) exposing the existence of significant correlations between the indicators, which resulted in the extraction of three factors with Total Explained Variation of 55.91%, as seen in Table 4.

Table 4 – Factors resulting of AFE processing

Study Assertive	Mediana	Moda	1	Factors	
				2	3
Interest in the development of readings	3	3	0,7528	-0,2700	-0,2443
Autonomy in the pursuit of knowledge	2	2	0,7180	-0,2172	-0,2510
Interest during classes	4	4	0,6909	-0,3057	-0,5196
Discipline and good contact with teacher	4	4	0,6017	-0,2195	-0,4232
Good knowledge base on the disciplines that teach	3	2	0,5831	-0,2141	
General culture	3	3	0,4976	-0,2346	-0,1454
Relationship skills intergroup in the classroom	2	2	0,3989	-0,1508	-0,2467
Difficulty concentrating	3	3	-0,2085	0,8892	
Agitation and inappropriate ways to learning	3	3	-0,2752	0,6700	0,4328
Apathy and lack of interest in studies	2	2	-0,3236	0,6575	0,2599
Difficulty in meeting deadlines	1	1	-0,2111	0,4288	0,2107
Aggressiveness	3	3	-0,3101	0,2871	0,7226
Unethical behavior	2	1	-0,3621	0,4399	0,5986

Source: designed by the authors based on research data (2012)

In the first factor, labeled "Students' potentialities", the following assertions were grouped: interest during class, discipline and good rapport with teachers, which presented median equal to 4; interest in the development of readings, general culture and good knowledge base, with median equal to 3; autonomy in the search of knowledge and ability for intergroup relationship, with median equal to 2. In the second factor, labeled "Student's difficulties", the following assertions were grouped: difficulty of concentration, unrest and inappropriate behavior for learning with median equal to 3; apathy and lack of interest in the studies with median equal to 2; and difficulty in meeting

deadlines with median equal to 1. In the third factor the assertions aggressiveness, with median equal to 3, and unethical behavior, with median equal to 2, were grouped, and this factor was labeled “Inappropriate behavior”.

The existence of possible relations between the factors obtained and the manifestation of situations involving students under influence of alcohol or drugs in the classroom was assessed through the processing of Pearson Linear Correlation, once the Kolmogorov-Smirnov with the three factors score presented normal distribution ($KS_1=0,582$; $sig=0,888$; $KS_2=1,056$; $sig=0,215$ e $KS_3=1,310$; $sig=0,065$). The correlations obtained are shown in Table 5.

Table 5 –Processing of Pearson Linear Correlation

	Situations with students under influence of alcohol/drugs	Potentialities in classroom	Learning Difficulties	Inappropriate Behavior
Student under influence of alcohol/drugs	1	-,110	,198(**)	,297(**)
Students' Potentialities	-,110	1	-,384(**)	-,477(**)
Learning Difficulties	,198(**)	-,384(**)	1	,330(**)
Inappropriate Behavior	,297(**)	-,477(**)	,330(**)	1

Source: designed by the authors based on research data (2012)

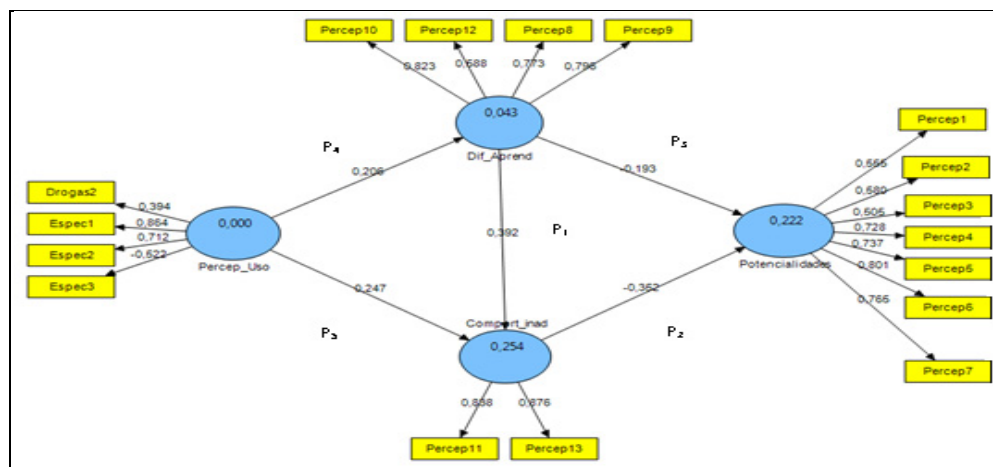
** Correlation is significant at the 0.01 level (2-tailed).

As it can be noticed in Table 5, the manifestation of inappropriate behavior is negatively associated to the students' potentialities ($\rho = -0,477$) and positively associated to the manifestation of learning difficulties ($\rho = 0,330$) or under influence of alcohol/drugs in the classroom ($\rho = 0,297$). It can also be noticed the manifestation of influence of alcohol/drugs is positively associated to the learning difficulties ($\rho = 0,198$) and negatively associated, however not significantly, to the manifestation of those students' potentialities ($\rho = -0,110$). From the results the following propositions were derived:

- P1:** The higher the scores of the learning difficulties, the higher the scores of inadequate behavior
- P2:** The higher scores of inappropriate behavior, the smaller scores of students' potentialities in the classroom;
- P3:** The higher scores of the effects of alcohol/drug abuse, the higher scores of inappropriate behavior ;
- P4:** The higher the scores of the effects of alcohol/drug abuse, the higher the scores of learning difficulties.
- P5:** The higher the scores of the learning difficulties, the smaller scores of students' potentialities in the classroom

These propositions was tested by Structural Equation Modeling – Partial Least Square method and the results obtained are shown in Figure 1.

Fig. 1 – Test of the Propositions by Partial Least Square Structural Equation Modeling



Source: designed by the authors based on research data (2012)

From the teachers' perspective, the effects of alcohol/drugs construct (Percep_Uso) impacted positively and significantly on: Learning Difficulties (Dif_Aprend) ($\beta_4 = 0.206$) (Proposition 4) and inappropriate behavior (Comport_inad) ($\beta_3 = 0.247$) (Proposition 3) which also is affected positively and significantly by the construct (Dif_Aprend) ($\beta_1 = 0.392$) (Proposition 1) having its variability explained in 25.4%. Finally, it was found that the learning difficulties and inappropriate behavior (involves aggressive and unethical behavior) proved negative and significantly impacted on the students Potential construct (Potencialidades), respectively, ($\beta_5 = -0.193$) (Proposition 5) and ($\beta_2 = -0.352$) (Proposition 2) and explain 22.2% of the variability of this construct.

3. Results

The inferred perceptions about the students which were the main objective of the present research show the faculty members highlight the "Potentialities perceived in their students" grouped in: interest during class, discipline and good rapport with teachers; interest in the development of readings, general culture and good knowledge base; autonomy in the search of knowledge and ability for intergroup relationship.

It must be pointed out here that the higher education ends up being almost exclusively teacher centered, and the main concern is the content to be discussed, this is, the teaching is reduced to the display of the content in the classes and the students has only the duty of listening attentively. Pimenta and Anastasiou (2002, p.227) point out there is not a very clear idea of the concept of good teacher, because there is the understanding that [...] a good teacher is the one who is able to give a good lecture, and the student has the duty of listening, taking notes attentively and memorizing the displayed content. Presently, however, there is a growth concern about deviating this focus from the teacher to the student, and the question must be asked: who are the students? As the center of the process. The real characteristics of those youngsters, as the present research demonstrates, are not the teacher's object of concern, who expects from the student performance and behavior guided exclusively towards the intended profession.

It is essential a better interaction with the teachers and ways of taking advantage of students' interest, perceived as potential. Those results indicate the need for programs which complement the teacher education after entering higher education. It is faced with the process of changes concerning ways of managing and accessing and changes in the individual ways of perceiving, thinking and acting when serving an educational organization. It required continuing education for the university teaching related to knowledge, skills, behaviors and practical procedures to better meet students' learning needs. The perception already pointed out by the researchers on page 20 of the present study is confirmed.

From the teachers' perceptions, the students are not aggressive or unethical. Notwithstanding those results, it is necessary to analyze the signs of manifestation of those behaviors. Most of the teachers report having already experienced situations on which the student showed up under the influence of alcohol and other drugs. Those results show the way this kind of situation is dealt with in the classroom by the teacher is delicate and deserves attention and training concerning the way of acting and guiding the student.

Firstly, because in some cases the students themselves reach for the teacher's help, independently on the fact the teacher had experienced the situation or not. As recorded in the answers of the indicator "Have you already been contacted by a student who looked for guidance because he/she is involved with alcohol and other drugs", on which 12.2% of the teachers contacted had never experienced the situation, and 17.5% had already experienced. Secondly, because the teacher are not indifferent to the problem and are willing to help as, respectively, it is indicated by the sums of the frequencies of options 1 and 2 of the item "indifferent" with 75.5% of the answers, and 74.5% of options 4 and 5 of the item "Willing to help". However, in spite of the availability, few of them think of themselves as actually prepared to help (only 29.1% marked answers 4 and 5 in this item).

4. CONCLUSION

The present study concluded that the preparation of teacher must go beyond the specific contents, bearing in mind teacher must first be knowledgeable about the subject they teach, must be able to face the problems of

classroom and to prioritize the actions related to school routine which comprise themselves and the society as a whole. University professor must be prepared to be mediator of learning. In this way, is essential a better interaction of the teacher with the ways of taking advantage of students' interest. The results indicate it required continuing education for the university teaching related to knowledge, skills, behaviors and practical procedures to better meet students' learning needs.

Therefore, to investigate the perceptions of teachers about situations that impact both the difficulties and the potential of students in the classroom everyday, this study may expand the discussion of the formation of teaching facing the new student profile of the University and the fundamental demands of the teaching-learning relationship. The prospect of (re) thinking about the professor work, to perform a critical analysis of the higher education teaching context, particularly regarding the search for methodologies which link to specific knowledge to the knowledge of the teaching practice, shows the necessity of reflecting on teaching in higher education, and is the proposal of the researchers in this area of knowledge.

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